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ABSTRACT

The handbook is designed to be an introduction to a larger collection of materials on career education which are available through the Michigan Department of Education. It is a do-it-yourself suggestion book for districts who have not yet developed their plans for career education, as well as for those that are already immersed in initial planning or experimental implementation. Part A is an introduction to career exploration providing a discussion of its definition, major concepts, and expected outcomes. Part B presents a model exploration program which reflects what is felt to be the furthest advances in the state of the art. It describes various stages of the model: preliminary stage (role awareness), experience stage (role identification and exploration), and the planning stage (role participation-career planning). Part C, implementing career exploration programs, discusses some of the aspects of exploration programs that are essential to their success: (1) prerequisites, (2) curriculum planning (internal and external curriculum and support systems), (3) coordination needs, (4) teacher and counselor responsibilities, and (5) special counseling responsibilities for administrators and community persons. (Author/BP)

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CAREER EDUCATION

HANDBOOK FOR IMPLEMENTATION

PROGRAM DEVELOPMENT

EXPLORATION GUIDE

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Career Education

FOREWORD

This handbook is designed to be an introduction to a larger collection of materials on Career Education which are available through the Michigan Department of Education. For districts which have not yet developed their plans for Career Education, as well as for those that are already immersed in initial planning or experimental implementation, this handbook is offered as a "do-it-yourself" suggestion book. It is planned as a practical guide to finding your own answers to the needs of your district--to present some possible ways of going about an undertaking that is immense in scope, but as capable of variation as the diversity of Michigan districts demands.

ACKNOWLEDGMENTS

Acknowledgment is hereby made of the many valuable contributions of those administrators, Career Educators, and local community members who have assisted with their advice and comments in the preparation of this handbook.

Deserving of special recognition are 1) those individuals at Michigan State University, Bay-Arenac Intermediate School District, Wayne County Intermediate School District, and the seven participating local schools of the Exploration Project, and 2) those individuals who continue to pioneer the state of the art in the other exploration projects within the State.

The Kent Intermediate School District has provided coordinating services for the handbook development.

EXPLORATION GUIDE

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PART A: AN INTRODUCTION TO CAREER EXPLORATION

What it is

Career Exploration is a program which cuts across subject area boundaries of Career Preparation and Career Development, as specified in the Michigan model for Career Education. It may occur as part of regular, existing classes, as new and specialized courses or a combination of both.

It gives students an opportunity to carry their exploration of various life roles out of the classroom into the life of the community. It provides direct community experiences which complement their classroom learning experiences.

Career Exploration is a vehicle through which teachers can help students gain insight into the relationships between the knowledge and skills they study and the knowledge and skills required for their intended present and future life roles.

It is the utilization of community resources as an integral part of the instructional process, an essential element of comprehensive Career Education.

Why it is necessary

If we accept the theory that students are goal-oriented--that is, that they want to see a reason, a long- or short-term goal for anything they undertake--we believe that they will work better in a "career-oriented" curriculum. This curriculum is one in which students will be conscious of the implications of the learning activity on their present or future life roles. It is also one in which the career-oriented learning activity involves a realistic application of the skills they are learning to these present or future life roles. In the Career Exploration program they have opportunities to practice these skills in real-life situations.

We believe that students learn best from specific experiences from which they can generalize. By providing these specific experiences, Career Exploration gives students new information on which to make effective decisions about their life

roles. These life role experiences may be both simulated and direct, but they must involve more than paper, pencils and books if they are to provide the basis for valid judgments. Too much of the existing Career Education effort is probably involved with information rather than experience, producing youth who are "knowledge rich and experience poor."

Career Exploration is also a means of taking advantage of the vast reservoir of community resources which should play a part in the education of our youth. For too long the potential of most of the community has been ignored or forgotten.

Every community can offer resources to give students experiences with most of the major life roles: occupational, family, citizen and leisure, even though some are much more limited than others. Our conception of community resources must become much broader in scope than the few traditional industries or civic activities which have been visited by classes in the past.

Although Career Exploration in some form takes place almost continuously between kindergarten and adulthood, a formalized emphasis on exploration should begin in middle school and continue through high school. At the beginning of the middle grades, when career and self awareness and assessment, decision-making, communication and information-seeking skills have been acquired, the Career Exploration program takes the student to situations in the classroom and the community to learn about various life roles firsthand. The knowledge students gain through these experiences forms the basis for their career decisions and career planning. Their tentative decisions related to life roles are then further explored and implemented through school and community experiences during the high school years. Thus the comprehensive exploration of various occupational clusters and other life roles leads to successful placement in high school--in both coursework and community experience--and after graduation.

Two powerful concepts are embodied in Career Exploration: education through experience and community participation.

In earlier times young people growing to adulthood learned about various life roles from family and community sources. Today many adults work, not only away from home, but even away from the residential communities where their children are growing up. Consequently today's children have little, if any, chance to learn through direct involvement and experience. Their dominant environment is either the school or the informal society of their peers.

Career exploration can help fill this void by providing opportunities for learning through experience. As a major component of exploration, the direct experience approach can supplement learning from books and more passive processes so that each will mutually reinforce the other.

The building of an effective exploratory program, therefore, requires coordination with community agencies, industry and business, so that: (1) experiences can be developed and (2) the purposes of the experiences and the responsibilities inherent in these experiences are well understood by students, educators and community members. Organizing the necessary school and community experiences can result in a better mutual understanding of the needs, purposes and feelings of both community and school people.

Expected outcomes of Career Exploration

As schools move into the implementation of Career Exploration, certain outcomes which are consistent with the Goals and Performance Indicators of Career Development[1] should be expected to occur. Among these are the following:

Students will:

1. Learn that basic skills taught in the classroom are both applicable and essential to the careers for which they are preparing.

2. Acquire information about personal characteristics of self and others.

3. Recognize self development as a life-long process

1 Reference Guide of Goals and Performance Indicators for Career Development, Michigan Department of Education: 1974

4. Understand individual and group aspects of behavior.

5. Acquire and apply interpersonal skills.

6. Recognize educational alternatives and their applications.

7. Identify and explore alternative occupational roles and settings.

8. Identify and explore alternative leisure roles and settings.

9. Identify and explore alternative family roles and settings.

10. Identify and explore alternative citizen roles and settings.

11. Interact with the community as learners and contributing members.*

12. Understand the nature of decision making.

13. Develop skills in the decision-making process.

14. Acquire skill in identifying and evaluating options based on self assessment.

15. Participate in career planning.

16. Acquire knowledge and skills necessary to implement career plans.

17. Develop skills in monitoring progress on career plans.

18. Modify career plans to maintain consistency with changing career goals.

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* This outcome does not appear in the current version of the Reference Guide. It is however, felt to be worthy of direct attention, so it is included here. In the future, it may be included in the Reference Guide.

The charge for the school system is, of course, to plan and deliver experiences to students which will result in achievement of these outcomes. From experience, we know that one essential step will be to be to become more specific about these outcomes. The Reference Guide, available from the Department of Education, takes us a substantial distance toward this objective. Experience has also enabled us to identify several additional goals for the school system which, when met, will facilitate the exploration program. They are:

The schools will:

1. Promote, identify and coordinate the use of community resources when planning and delivering learning experiences.

2. Provide direction and assistance to students as they attempt to put their career plans into action during school and upon exiting from the school system.

3. Prepare staff to accept the development, exploration and implementation by students of their individual career plans as an important part of each one's responsibility.

PART B: THE CAREER EXPLORATION PROGRAM

This section presents a model exploration program which reflects what is felt to be the furthest advances in the state of the art. Schools are encouraged to use this model as they plan, develop and try out their exploration programs. They are also cautioned that this model is not a proven practice, and as testing and development continues, changes in the model may become necessary.

Sequence of program

The Career Exploration program model is planned around three overlapping stages of development, which will be described in the following order:

I. Preliminary stage (Role awareness)

- Self awareness and assessment
- Career awareness and assessment
- Decision-making skills
- Communication skills
- Information-seeking skills

II. Experience stage (Role identification and exploration)

- Information on major life role areas
- Transition from classroom approach to experience approach
- Hands-on experiences

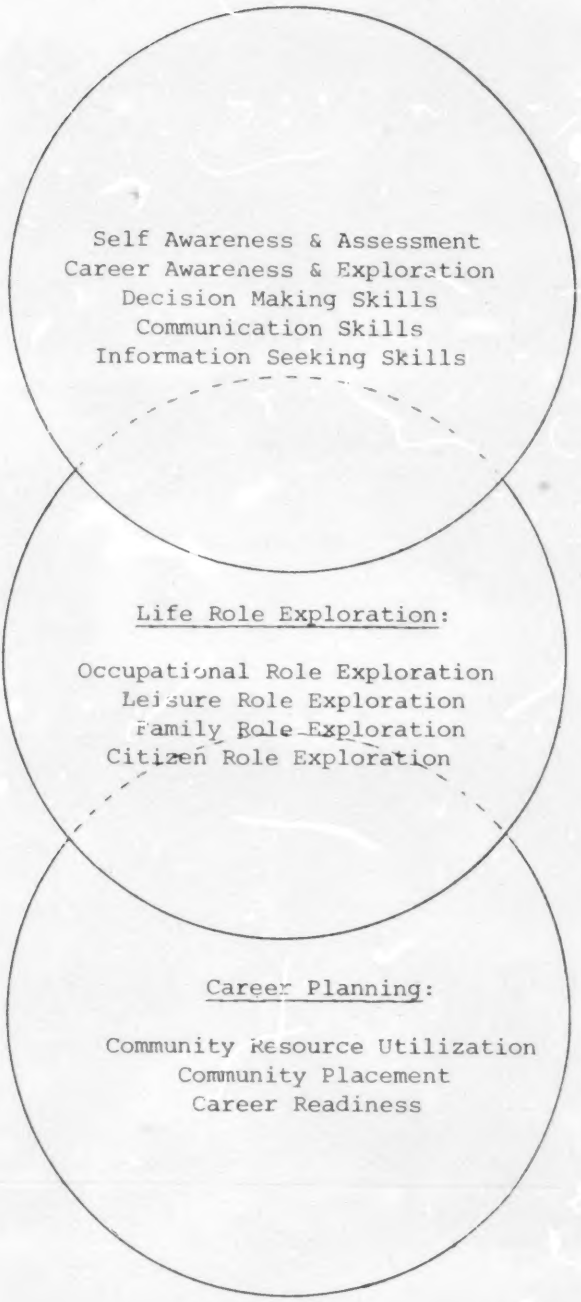
III. Planning stage (Role participation)

Career Planning

- Goal development
- Identification and selection of alternative paths
- Community resources utilization
- Community placement
- Career readiness

The above stages are pictured in Figure 1, following.

CAREER EXPLORATION PROCESS



Role Awareness

Role Identification and Exploration

Role Participation

GOAL IMPLEMENTATION

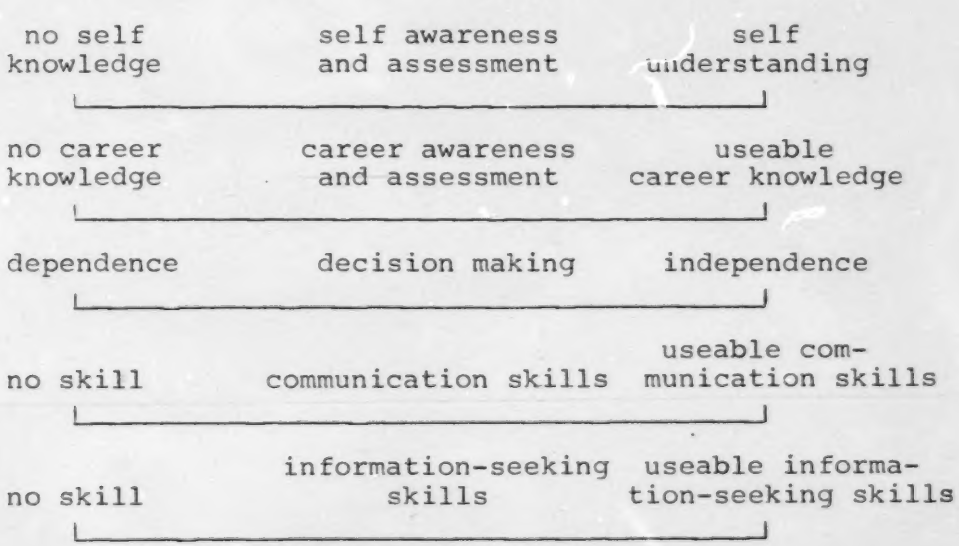
I. PRELIMINARY STAGE

Awareness and assessment in both the self and career areas is a continuing, dynamic process. During the elementary and early middle school years children will have experienced the elements of career development through the infusion system. The components of self awareness, career awareness, life role options awareness and values awareness, and the necessary skills for communication, information seeking and decision making will be taught within the structure of the existing curriculum. Career development will be infused, or integrated, into reading or arithmetic, for example, through a change in approach to how it is taught--not as a substitution of one subject for another.

Generally, the transition from infused curriculum as the sole Career Education program to a Career Exploration program which complements the continuing infusion of career development occurs between elementary and middle or junior high schools. However, it must be recognized that some students may be ready for exploration earlier than grades 6 or 7 and some much later. Figure 2 indicates the continua between no knowledge or skills and complete understanding or skills on which any student might be found at any given point in his or her education. Although the components described are desirable prerequisites to the exploration program, it cannot be expected that students will have progressed through the entire continuum by the time exploration begins.

Fig. 2

STAGE I COMPONENTS



Each component of Stage I may be thought of as a continuous process, in which students update, adapt and integrate what they have learned about themselves or their life roles. As new things are learned, that information is processed and integrated into a new self assessment. All of the Stage I components are important as basic preparation for exploration of the major life roles.

In the preliminary stage of Career Exploration, students, with teachers and counselors, should evaluate their knowledge and understanding on each of the components shown in Figure 2. At this time, additional activities, individual studies or classroom units might be needed to enlarge or refine these basic understandings in order to make best use of Stage II, the experience stage. Upon installation of the Preliminary Stage, a transition will have been made from the infusion process as the sole Career Education delivery system, to the initiation of Career Exploration as a separate system which complements the continuing infusion throughout the remaining school years.

Once the student has achieved reasonable awareness and assessment of self and careers, steps must be taken to prepare for exploration into various potential career options.

An introduction to exploration might include discussions of such questions as Why explore? What is a career? What are my opportunities? How will I know what I have done?

Learning about what a career is might include experiences to explore how people spend time. It would point out that people do some things they like to do, they do things they don't like to do, and they tend to do things they can do well. People engaged in a range of job, leisure, family and citizen activities may be asked about how they spend their time and whether or not they like what they do.

In the beginning activities in the Experience Stage would be limited to role playing or simulated experiences, which would help build student confidence for actual experience in real-life situations.

Work role experiences

A study of opportunities should lead to active but brief experiences in a wide variety of work roles. Experiences should be selected according to a clustering system so as to represent a wide range of occupational groups,[1] and a series of experiences, both in-school and out, should be developed in each of 12-15 clusters. The groups of experiences should allow students to experience either first or second hand a range of occupational opportunities within the cluster and to explore the relationships among clusters. Several important work factors should be used to guide development of the experiences: work duties and responsibilities, work relationships, work environments, work skills. The emphasis should be on broadening, not narrowing. Students should continually be stretched to see new opportunities.

The experiences should be spread throughout the curriculum so that students can experience widely and so that all faculty become involved in this section. This may be accomplished by assigning certain clusters to certain subject areas. Experiences should be designed to reinforce subject area skills as the skills are required by students to participate in the experience.

Experience in other life roles

What are my opportunities? includes not only work roles, but also family, citizen and leisure type roles. Students will come to understand that certain types of work are done by different people for different reasons: Painting a room is part of home and family responsibilities for a homeowner, but it is a job for a painter; child care is a family responsibility for a parent, but a job for a child care worker. Community experiences should be provided to give students a sound understanding of family, leisure and citizenship roles as well as work opportunities.

In this way the Experience Stage provides a better base of information through experience in each of the four major life roles, it makes the

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[1] A commonly used system is the 15 occupational clusters identified by the U. S. Office of Education

transition from the classroom approach to experiences that model the outside world, and it permits actual "hands on" experience in selected areas of the outside world.

The question How will I know what I have done? may be answered by helping students think about and record the experiences they have had in the past, as the beginning of a continuing recording system for Career Exploration. Individual students' records will be essential for a coordinated program of exploration throughout a student's school career.

The Planning Stage is the third major part of the exploration model. In the planning stage the student will have opportunities to set goals and generate plans to reach them. While some of these goals may be related to school or personal matters, they should also involve initial and tentative decisions about life roles, especially occupational interests. It is important, therefore, that this stage of exploration make use of and continue the expansion of preceding experiences from Stages I and II as a basis for rational choices.

While processing and integrating previous experiences students can gain additional understanding by exploring through existing school classes and in the community. Courses that are exploratory in nature allow individuals to try occupational and other roles with great intensity. For example, drama classes put students into performing arts roles; industrial arts classes, into some industrial roles; journalism classes, into research roles. Courses that afford good opportunities for in-depth exploration should be identified and utilized.

Students should have the opportunity to utilize the community to learn about life and work roles which cannot be included in the school curriculum. A portion of their school experiences should be spent in the community in such activities as internships, group observation, and actual work experience.

To this end, they should be shown a full range of community resources and introduced to their use through active experiences. Besides business, industry and labor resources, they may learn about professional careers, social agencies, child care, homemaking, religious institutions, governmental bodies and services, recreational activities or local politics. Community organizations like the Chamber of Commerce may in many cases assist with arrangements to make such exploration possible. Although many community contacts will be arranged for students as part of the Career Exploration curriculum, it is also important that students learn how to recognize and use community resources to meet personal needs both during school and throughout their lives.

Career readiness

Students preparing to implement career plans should take the initiative to acquire the skills needed to accomplish their goals. In addition to the specific knowledge and skills required for the chosen occupation, the individual may realize the need for communication skills in seeking a job or acquiring experience. These may include letter writing, speaking, listening, interviewing or even personal grooming. Such skills may even be needed in order to arrange experiences in the community for the exploration of life roles.

The role of the school is to assist the student in any way possible to carry career plans to fruition, however much they may change in the process. The help may come through coordinating access to community resources, assisting with courses and curriculum selection, allowing credit for career planning or providing individual and group counseling.

Placement as a tool and as a culmination

Placement of students in school and community environments which facilitate the accomplishment of their goals is an important function of the school. Placement is a means to reaching career goals. But to the school, placement is also a final evaluation of how well, in my cases, it has done in preparing the individual for his or her future. The exploration program relies upon the placement function to provide the necessary community points of contact needed to help students create viable career plans and to prepare adequately

for them. Similarly, the placement effort relies on an exploration program to ease its task of helping students make the transition from school to the next significant environment, whether it be a job, additional training and higher education, volunteer activities or other situations more suited to the individual's needs and desires.

PART C: IMPLEMENTING CAREER EXPLORATION

Prerequisites

Before a Career Exploration program can have effective implementation, certain conditions must exist in the schools and community. These prerequisites are essential to the success of the program.

A high level of commitment on the part of teachers and administrators will be one of the most important ingredients. A mutual agreement that experiential education is important provides the foundation for examining the total community for learning sites and situations which might be matched with student interest. If the cooperation of the community is to be obtained, administrators and teachers must demonstrate interest and support at all times.

School board commitment to exploration, based upon an awareness of the processes to be employed and desired outcomes, is a second prerequisite to effective implementation. As representatives of the community as well as persons with influence in the community, board members can play a strong supporting role in establishing community based exploration sites and interpreting the program to the community.

A third prerequisite is the willingness within community agencies, business, labor and industry to embark upon a program that will require time and a level of involvement which may not be initially understood by either the school or the community. Indications of the community's ability to respond to exploration can be secured through contacts with the chamber of commerce, unions, service clubs, citizen advisory groups and other organizations functioning in the community.

The fourth essential is the integration of the components of career development at all levels in the school. This prerequisite, which depends on the classroom teacher for implementation, may be made through the infusion process.

While Career Exploration programs, to become viable, must be adapted to local conditions, the model is based upon some considerations which should not be ignored when changes or alternatives are considered. To aid in the successful adaptation of the model, it is important to keep these considerations in mind. They are:

1. Exploration opportunity should be nearly comprehensive, covering all possible careers.

2. Exploration should prevent premature narrowing by providing breadth in each student's exploratory program.

3. After initial breadth, students should be able to narrow their exploration based upon their interests.

4. Exploration opportunity is essential in the grades 7-12.

5. One exploration program may not be able to meet the needs of every grade level of all types of schools.

6. An effective exploration program provides experience as well as information to the learner.

7. Exploration is for all students.

8. Exploration should take place in real settings and processes--the involvement of the community in the exploration delivery system provides the most direct source of real settings and processes.

9. Exploration should be guided by systematically made decisions by the student with the aid of teachers, counselors, administrators, and others such as parents, friends and other community members.

Some general cautions concerning the planning of Career Exploration programs have been offered as follows by experienced program developers:

1. Do not design a program that prematurely narrows options for students. Narrowing begins in Stage III.

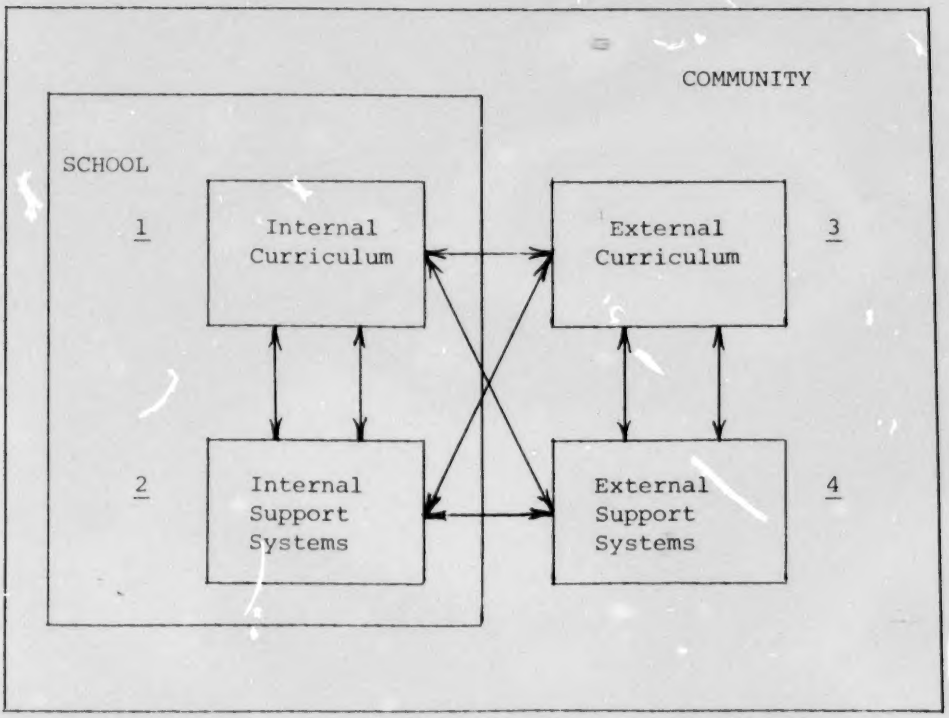
2. Do not attempt to force too much into a single experience, i.e., a high school exploration course.

3. Do not get away from an experience-based exploration by attempting to "teach" too much content. Content and skills should be taught as they are needed to participate in the experiences.

4. Do not design a program that isolates stages from each other, i.e., Stage I discrete from Stage II. Overlapping stages are essential to meeting individual differences in career development.

The school or district beginning to plan a Career Education curriculum will find the Michigan Career Exploration Model (Figure 3) includes four elements which may help to organize their thinking. These are (1) the internal curriculum within the school, (2) the internal support systems within the school, (3) the external curriculum based in the community, and (4) the external support systems of the community. Each of these will be defined below in relation to what they may include.

THE MICHIGAN CAREER EXPLORATION MODEL



In organizing a Career Exploration curriculum, individual districts will make planning decisions based on their own needs and circumstances. The content of the four major elements may be approached in various ways to utilize existing personnel and resources most effectively. For example, for Stage I the elements listed under internal curriculum may be integrated into existing classes. In Stages II and III, these elements may need to be covered in a separate course, a series of courses, or a combination of new and existing courses, while the infusion process continues in other classes. Schools may also assess what is presently being taught in the various Career Exploration stages in relation to the following components of the internal curriculum, so that successful present activities may be woven into the pattern of the new curriculum.

1. Internal Curriculum

1. Internal Curriculum

a. Self awareness
b. Career awareness
c. Career exploration
d. Life role options awareness
e. Communication skill building
f. Values awareness
g. Information-seeking skill building
h. Decision-making skill building

2 Internal Support Systems

Support systems within the schools which can provide substantial backing for the instructional functions of Career Exploration may include the following elements and services:

2. Internal Support Systems

a. Assessment techniques (e.g. aptitude measures, interest measures, self-concept scales). Assessment instruments such as OVIS and GATB might be considered appropriate.

b. Group guidance techniques, employed to individualize and personalize exploratory activities.

c. Information systems, such as the Occupational Information System, to provide students with in-depth information on career areas of personal interest.

d. Community liaison, which can provide assistance as needed in placing students in appropriate exploration settings. Procedures need to be identified, and coordination of school activities in relation to use of community resources will be essential. Community agencies need to understand what to expect from the schools and what their roles in exploration will include.

e. A total guidance system is required.

These internal support system elements will be housed in the school and should be articulated with the other three components to support the total exploration effort.

The external curriculum comprises the total range of on-site, community experiences in which students participate as part of Career Exploration. These may be arranged for utilization in two main categories as listed below.

3. External Curriculum:

a. On-site structured experiences focusing on student-identified interests and goals and providing opportunities for examining tasks performed, life styles represented, individual worker background, ecc. This may be known as "shadowing."

b. On-site, minimally structured experiences allowing a longer student-worker relationship, possibly from three days to one or two months' duration. This may be termed an "internship."

4. External Support Systems

4. External Support Systems:

a. Input pertaining to resources available. Information needs to be collected on a broad range of resources. Local resource guides could be developed. Organization according to occupational clusters would be helpful. Help in identifying and contacting resources in the community may be available from:

Advisory committees
Unions
Service clubs
Chamber of Commerce
Governmental offices
Others

b. Establishment of procedures to spell out how students can be involved, what skills can be accomplished, and the specific relationship of involved agencies with the exploration program. Advisory committees may provide one avenue for making these determinations.

c. People resources for use as speakers or role models, or materials usable in the classroom.

Persons responsible

Development of the Career Exploration curriculum will probably succeed best if it involves the joint responsibility of various groups rather than becoming the program of any given department. Among those who might participate in the planning are the following:

a. Program developers (probably a subcommittee of the Career Education Steering Committee)

b. Instructional staff members

c. Guidance staff members

d. Career Education coordinator

e. Representatives of vocational or other advisory committees.

Since Career Exploration will be in most cases a new program, requiring the cooperation of every department or category of school personnel and asking for extensive cooperation from members of the community, it is essential that representatives of all interested groups participate in planning the curriculum. It must be assumed that administrative support is present before planning can proceed, and the administration would probably be represented as members of the Steering Committee.

A flowchart of possible implementation steps for Career Exploration is on the following page (Figure 4). It may be helpful as a process guide for developing a Career Exploration program in a local school.

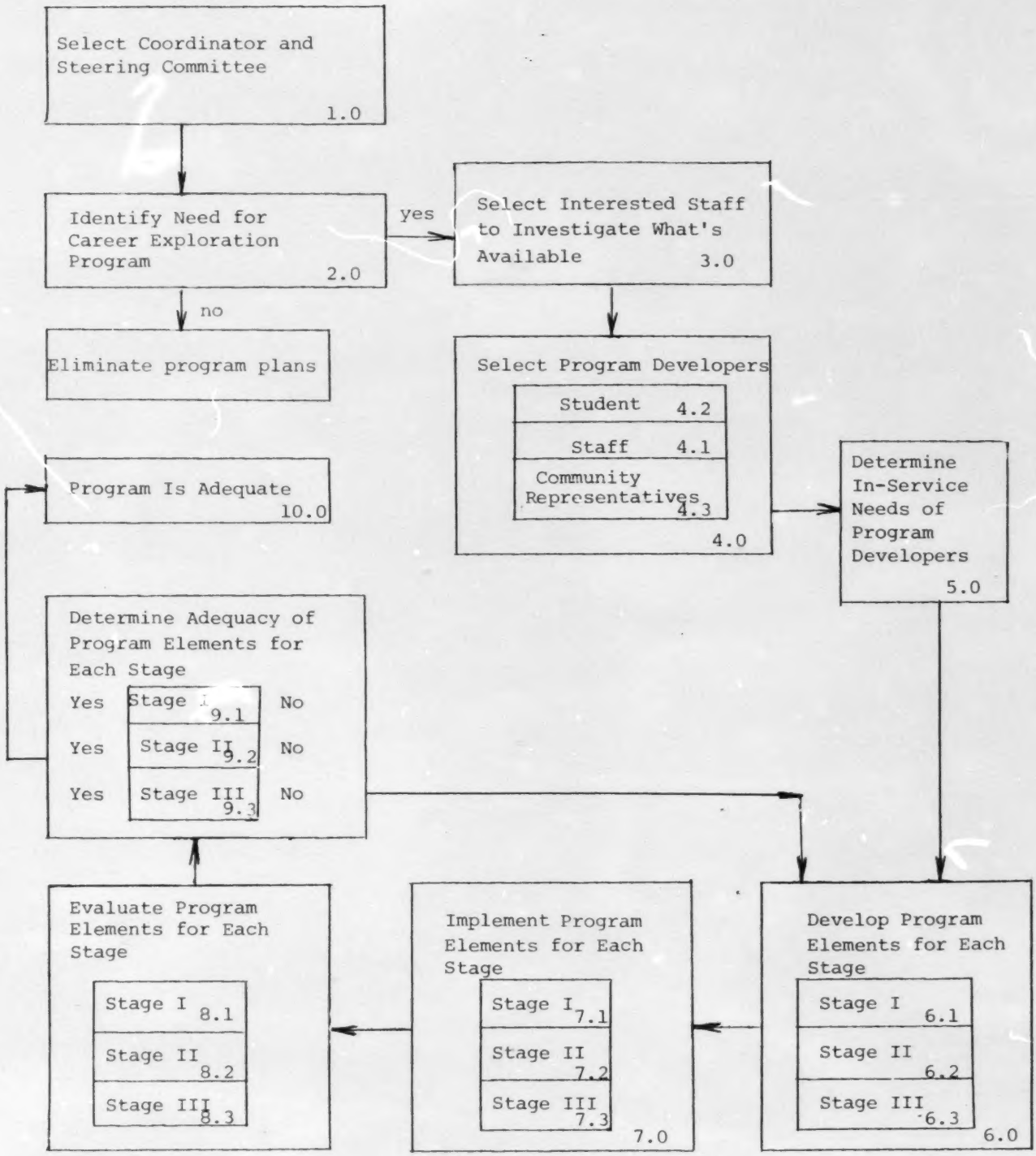


FIGURE 4: FLOWCHART OF POSSIBLE IMPLEMENTATION STEPS FOR CAREER EXPLORATION

Career Education and Career Exploration in particular will demand greater cooperation among instructional personnel than ever before. Those individuals who have a direct impact on students: teachers, counselors, administrators and community resource people, must work together if the total exploration program is to develop and operate effectively.

A program so complex, which involves both Career Preparation and Career Development aspects of the curriculum, is likely to encounter problems of management unless provision is made for efficient coordination. Planned coordination will be essential, both for the functioning and interaction of the four curriculum elements and for the planning of courses of study for the individual student.

An essential aspect of coordination will be the record keeping needed to assure every student a comprehensive Career Exploration program. One management tool which might be helpful is the Occupational Cluster-Subject Area Matrix shown as Figure 5. This master matrix, which shows the coverage of clusters by subject areas, could be used to monitor student experience and would show at a glance which clusters students have experienced and in which subject area field they were initiated. It can also be used by curriculum developers as a means of mapping progress in instructional unit development.

FIGURE 5: SUBJECT AREA/CLUSTERS CURRICULUM MANAGEMENT MATRIX

CLUSTERS	SUBJECT AREAS: Math	English	Social Studies	Science	Industrial	Physical Ed.	Home Economics	Special Courses	Other
1. Health									
2. Agri Business and Natural Resources									
3. Business and Office									
4. Public Service									
5. Communication and Media									
6. Hospitality & Recreation									
7. Manufacturing									
8. Marketing & Distribution									
9. Construction									
10. Personal Services									
11. Transportation									
12. Fine Arts & Humanities									
13. Environment									
14. Marine Science									
15. Consumer & Homemaking									

Depending upon the school's present orientation to Career Education, varying amounts of preparation will be required to develop an exploration program. Outlined below are some of the activities or processes which teachers, counselors, administrators, students and community cooperators may need to undertake in developing Career Exploration.

1. Assess present practices in the light of career development needs.

2. Assess pupil readiness for exploration, based on achievement of Stage I skills.

3. Assist in the assessment of student interests, aspirations and aptitudes.

4. Infuse cluster oriented information and experiences into the regular program.

5. Use cluster-related Career Exploration units in existing classes.

6. Acquire counseling and teaching skills and knowledge necessary to plan and conduct Career Exploration activities, including community familiarization, career development theory, and others.

7. Plan cooperatively with other school personnel and community members in curriculum design.

8. Become skillful in analyzing materials and community resources.

9. Become skillful in utilizing new materials that relate to appropriate clusters and/or utilizing appropriate resource people.

1. Test students for exploration readiness and interest areas.

2. Develop expertness in conducting group guidance sessions, whether within or outside regular classes.

3. Contact community supporters to explore community resources, organize procedures for obtaining community assistance, and develop systematic techniques for recruiting, training and coordinating community instructors.

For administrators

1. Facilitate the modifications necessary within the organization (grades, schedules, assignments) which will allow students to participate in exploratory experiences.

2. Establish policies which will allow faculty to analyze community resources, recruit community instructors, develop instructional materials, etc.

3. Become knowledgeable about Career Education and communicate the philosophy and program to the school board.

4. Encourage and facilitate faculty in-service directed toward cooperative efforts and curriculum development.

For community persons

1. Be willing to serve either as a resource person in the school or in a community site.

2. Provide technical assistance during curriculum development related to your field or experiences.

3. Assist in identifying and recruiting other community sites and individuals.

4. Assist in identifying and procuring appropriate instructional equipment and materials.

RESOURCE MATERIALS

There are many materials and people available to help in the development of an exploration program. One source for these resources is the Career Exploration research and development efforts of the Department of Education. These efforts, partly responsible for the material in this guide, are also charged with the responsibility of developing sample curriculum materials and other resources to aid in the dissemination and development of Career Exploration. Much progress has been made toward this end. There are many units

already constructed which will become available through the department. A procedural guide is also under development. It is entitled "Designing and Using Simulations to Provide Career Exploration Opportunity." In the future, other guides will become available in the areas of using community resources and providing work experience opportunity.

As these efforts progress, many persons at major universities will be trained as consultants.* For more information on these consultants please contact:

CENTRAL MICHIGAN UNIV.
Mt. Pleasant, Mich. 48859
(517) 774-3208

EASTERN MICHIGAN UNIV.
Ypsilanti, Mich. 48197
(313) 487-3270

FERRIS STATE COLLEGE
Big Rapids, Mich. 49307
(616) 796-9971

MICHIGAN STATE UNIV.
East Lansing, Mich. 48824
(517) 355-9606

NORTHERN MICHIGAN UNIV.
Marquette, Mich. 49855
(906) 227-2400

UNIVERSITY OF MICHIGAN
Ann Arbor, Mich. 48104
(313) 764-8424

WAYNE STATE UNIV.
Detroit, Mich. 48202
(313) 577-1664

WESTERN MICHIGAN UNIV.
Kalamazoo, Mich. 49001
(616) 383-1690

Additional information can be obtained from: Robert Weishan, Educational Consultant, Personnel Development Unit, Michigan Department of Education, Lansing, Michigan 48904, (517) 373-8626.

* Plans are underway to expand this participation to other institutions. As this is done, additional contact information will be provided.